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ABSTRACT

This book is the second of two comprising the Guide to Proposal Writing and Project Management in Vocational Education that outlines processes involved in the writing and funding of proposals. The first book is available separately (see note). Two of the four parts into which the guide is divided are found in each of the books. Part III, Final Proposal, explains how to write the final proposal that has been invited by the Division of Vocational Education. It shows how to fill out the budget pages and how to assemble the narrative components of the proposal that detail the problem to be investigated and the procedures to be used into a document to be submitted to the Division. Part IV, Project Management and Reporting, describes in detail responsibilities that the project director or manager will have. These procedures for managing a project are explained: obtaining and documenting copyright clearance, filing project amendment requests, and preparing and submitting final reports and products. Sample forms and examples are appended. (YLB)

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GUIDE TO PROPOSAL WRITING AND PROJECT MANAGEMENT IN VOCATIONAL EDUCATION

Book 2: Project Management

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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-- David C. McOuat, Consultant
Bureau of Research, Dissemination,
and Evaluation

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PART III. FINAL PROPOSAL

Part III explains how to write the final proposal which has been invited by the Division of Vocational Education. The section shows how to fill out the budget pages and how to assemble the narrative components of the proposal into a document to be submitted to the Division.

Literature Search

One of the first steps in writing a proposal is to review background information relevant to the problem being studied. The literature search provides the researcher with current information about what has been investigated and ensures that work is not duplicated.

The Florida Educators' Information Service (FEIS) can assist in the literature search. FEIS is funded by the Division of Vocational Education to help Florida public educators identify and acquire educational information and resources related to their work. Vocational, occupational, and career educators are assisted in identifying relevant curriculum materials, research reports, journal articles, bibliographies, and program descriptors.

An FEIS search is required for all proposals invited by the Division of Vocational Education. The search should be conducted between the time of invitation of the proposal by the Bureau and the date of submitting the final proposal. Information from the search will be the basis of the Review of Literature section of the proposal.

Further information about FEIS services available and Search Request forms (Part III, Appendix A) may be obtained by contacting this address:

Florida Educators' Information Service
P.O. Box 2617
Tallahassee, Florida 32304
(904) 644-6454 or 644-5892

Budget

What format is used in submitting a budget? Budget itemization pages are supplied by the Division of Vocational Education at the time of invitation (Schedules I-V of DVE form 441, Part III, Appendix B). The pages are separated into broad categories for listing items in the following schedules: (I) Personnel, (II) Travel, (III) Materials and Supplies, (IV) Capital Outlay, and (V) Other Expenses.

Be sure to follow these five categories in preparing the budget, and relate all items to the project narrative. It is important that the identifying terms on the budget pages be consistent with those in the narrative.

Each institution has its own system for assigning items to a specific budget category. A proposal writer should check with the financial officer for specific guidelines. For example, some institutions distinguish between hard- and soft-bound books. Soft-bound books may be listed with materials and supplies (Schedule III) whereas hard-bound copies may be either materials and supplies (Schedule III) or capital outlay (Schedule IV). The information which follows may be considered a general guide in the assignment of items to budget categories.

What information is entered in Schedule I, Personnel? All personnel who will be paid from the contract should be listed on Schedule I by project job title. Include both professional

and support staff, such as the project director, other assistants, technicians, and secretaries, as well as consultants. Consider all positions which are essential to conduct the work. In addition, Schedule I is the place to list pay for substitute teachers used to provide released time. Schedule I also includes employee benefits in addition to salaries and wages.

The project director can be paid a salary from the contract, but it cannot exceed the regular salary for the same time period. In other words, one cannot be paid more for conducting a project than would have been earned at regular employment. In some cases the salary will be for summer work. If so, the amount should be pro-rated at the appropriate percentage of regular salary.

Employee benefits should be computed in this section. Benefits may include social security payments, retirement contributions, health and accident insurance premiums, workmen's compensation, vacation pay (if authorized), and any other benefit normally provided by the employing school district, institution, or agency. Percentage rates or actual costs should be noted in the budget and fractions computed for part-time employees.

The order in which information should appear is as follows:

(1) POSITION	(2) MO/HRS SERVICE FOR YEAR	(3) TOTAL SALARY FOR YEAR	(4) SALARY REQUESTED THIS GRANT	(5) EMPLOYEE BENEFITS	(6) TOTAL COST (4 + 5)
2 Research Assistants @ $5/hour	20 hrs/ week	$10,400	$10,400	$72	$10,472
Employee Benefits @ $36/position					
1 Secretary, Half time	20 hrs/ week	$8,274	$4,137	$755	$4,892

Column 1: number of persons and the position title of each;

Column 2: number of hours or months or a percentage of FTE for which the person is employed by the project during the fiscal period;

Column 3: annual salary paid each position in column 1;

Column 4: total salary requested in this proposal (excluding employee benefits);

Column 5: total amount requested for employee benefits (institutional employee fringe benefits percentage times salary amount in column 4 = column 5, employee benefits);

Column 6: total cost for each position description (A. time in column 2, expressed either as a fraction or as a percentage, times column 3 times number of positions in column 1 = column 4, total salary required; as, 2 research assistants @ 20 hours per week x $10,400 annual salary = column 4; or ½ x $10,400 x 2 = $10,400. B. column 4 plus column 5 = column 6; or $10,400 + $72 = $10,472).

NOTE: It is important to list each position by title rather than by individual name since a change in personnel would then require a budget amendment.

What information is entered on Schedule II, Travel? Schedule II should cover any travel (with mileage and per diem figured at current state or district rate) required by project staff or by consultants in the conduct of project activities. In-state travel need not be itemized; however, any anticipated out-of-state travel must be itemized separately from point of departure to destination. Again, as in listing personnel expenses, travel should be shown for position titles (project director, consultants) rather than for specifically named individuals and should be justified by the proposal.

What information is entered on Schedule III, Materials and Supplies? The project director should anticipate the requirements for office supplies and project materials. Expendable items, such as paper clips, paper, pens, pencils, etc., are included. Schedule III may also designate such non-consumable materials as audio-visual materials; however, depending on the procedure of the particular institution, non-consumable items may appear on Schedule IV, Capital Outlay. Amounts should be listed in broad categories to prevent having to make budget amendments later.

What information is entered on Schedule IV, Capital Outlay? Project funds are usually not used to purchase equipment; however, in some cases specific equipment may be approved for

lease or purchase if necessary to conduct the project. Although general purpose office equipment (such as desks, chairs, typewriters) is usually not considered eligible for funding, there may be exceptional cases.

Type and cost of equipment to be purchased should be specified, and the narrative should provide the justification. Items such as permanent reference or library books are considered capital outlay. Audio-visual materials may be capital outlay. Check with the institution/agency financial officer. Equipment to be rented is to be shown on Schedule V, Other Expenses, rather than on Schedule IV.

What information is entered on Schedule V, Other Expenses? This category includes expenses for communication and support services. Communications include both telephone and postage. Support services included the following: (1) duplicating and limited printing (Although printing of the final product is a responsibility assumed by the DVE, it may be necessary to print materials for field testing.), (2) testing, and (3) statistical analysis costs, which may include contracted computer or data-processing expenses. Machine or equipment rental should be itemized here in contrast to purchase of equipment which appears as capital outlay in Schedule IV.

Budget Summary

In most cases, except for personnel salaries and benefits, amounts should be stated in broad categories in order to avoid budget amendments due to minor adjustments. Fine-tuning both

within and between categories may be done; however, a change of more than ten percent (10%) in either the personnel or capital outlay categories requires a budget amendment approved by the Division of Vocational Education.

REMEMBER: Although the initial budget is only an estimate, final submission should be as thorough as possible to prevent time-consuming adjustments after the project begins. Be sure to check with the financial officer of the contracting institution to verify figures and to determine which schedule is appropriate for specific items.

Abstract

What is an abstract? The abstract is a one-page single-spaced narrative which provides a concise summary of the proposed project.

What is included in an abstract? The following information should be provided in the abstract of the proposal:

1. Title of Project
2. Project Director
3. Applicant Organization (Provide the address and telephone number.)
4. Beginning and Ending Dates
5. Total Funds Requested
6. Objectives (State briefly the objectives of the project.)
7. Procedures (Give a brief description of the overall plan of the project.)

8. Contribution to Education (Indicate briefly how the proposed project will contribute to the improvement of vocational education, its implications for developing new programs in the State, or for extending and expanding occupational education to persons not currently being served adequately.)
9. Product(s) to be Delivered

REMEMBER: The abstract should be written with care and completeness to provide all information needed to understand the scope of the project. Although the abstract will be the first page of the proposal narrative, it should be written last. A copy of the abstract form follows on page 69.

Specifications

How is the final proposal prepared for submission to the funding agency? The following information explains the format of the proposal:

Size: The proposal should be prepared on 8½" by 11" paper.

Paper: Paper should be white bond or similar stock. Duplicated copies of the original proposal are permissible.

Typing: The proposal should be neatly typed. Double space the proposal; the left margin should be 1½", and all other margins should be at least 1". Subheadings help in the organizing of topics and aid reviewers in following the development of the proposal.

Submitted by: _____
State

A B S T R A C T

Check One:

____ Approved Contract.....State Contract No.: _____

____ In-House.....State Project No.: _____

Project Title: _____

Principal Investigator
and Organization: _____
(Include City) _____

Telephone No.: _____

Funding Period: _____ From _____ To

Source of P. L. 94-482 Funds:

____ Sec. 131: $_____ Charged to Fiscal Year _____

____ Sec. 132: $_____ Charged to Fiscal Year _____

____ Sec. 133: $_____ Charged to Fiscal Year _____

____ Other: _____ Source _____ Amount Charged to Fiscal Year _____

OBJECTIVES:

PROCEDURES:

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

PRODUCT(S) TO BE DELIVERED:

Page Numbering: Number pages in the same location on each page. Be certain pages are in correct order. Be certain there are no blank pages. All pages should face the same way, with the exception of those pages typed lengthwise.

Tabular Presentation: Each table, chart, or graphic presentation should be given a number and a suitable title and placed as near as possible to the first reference made to it. Keep tables, charts, and graphs simple and uncluttered. If additional information is needed, it should be referenced and placed in the appendix.

Binding: Avoid fancy bindings, and do not put each page in plastic. A staple in the upper left-hand corner is sufficient and acceptable.

Appendix: The appendix should be at the end of the proposal. Each page of the appendix is to be numbered consecutively with the narrative.

REMEMBER: A sloppy manuscript is difficult to read and could possibly cause the proposal to be rejected. Double-check the proposal for accuracy, for correct calculations and budget totals, and for internal consistency, especially between line-items in the budget and activities described in the project narrative.

Assembling the Proposal

What information should be included in the final proposal? A final, invited proposal consists of two major portions--the

budget section and the narrative portion. The first section, the budget, is submitted on special forms provided by the Division of Vocational Education. Examples of form DVE 441 are found in Part III, Appendix B. The narrative pages are those written by the project director or writer following the description given in Book 1.

The sections in an invited proposal follow this order:

1. *Special Project Request Form (DVE 441) which includes Budget Pages (Schedules I-V)
2. *Abstract
3. Project Narrative
   - Problem Statement
   - Review of Literature
   - Objectives
   - Methodology
     - Participants
     - Setting
     - Facilities and Equipment
     - Supplies and Materials
     - Staffing
     - Time Schedule/Timeline
     - Data Collection and Analysis
     - Evaluation
     - Dissemination
   - Products
4. **Budget Recapitulation (FA-1/FA 399)

*These forms will be sent by the Division at the time of inviting the proposal.

**This form is available locally from superintendents and vocational directors of county school districts, presidents and deans of occupational education of public community colleges, or presidents and department chairmen of vocational education at state universities. It is also sent to the president and principals of the School for the Deaf and the Blind, the vocational administrator of the Department of Corrections, and the chairpersons of the Miccosukee and Seminole Indian tribes.

Proposal Checklist

Now that the proposal is completed and in draft form, two final tasks should be performed. First, check the proposal against the following points to see that all aspects of successful proposal writing have been considered.

General Comments About the Proposal

- ☐ Is the proposal typed neatly, having all pages in order?
- ☐ Does the proposal narrative flow logically from section to section?
- ☐ Do the Table of Contents and headings direct the reader to the important parts of the proposal?
- ☐ Have others been asked to review the proposal?
- ☐ Does the proposal address all required sections, including need, objectives, procedures, evaluation, and budget?
- ☐ Has the proposal been written by one person to maintain consistent style and format?

Problem Statement

- ☐ Is the proposed project stated in the form of a problem to be solved or a question to be answered?
- ☐ Does the proposal adequately identify and document the needs for the project?
- ☐ Does the problem statement convince the reviewer of the importance of the proposal?
- ☐ Does the project have value to the field of vocational education, by application or implementation?
- ☐ Is the problem one that has usefulness beyond the local scene?

Review of Literature

- ☐ Has an FEIS search been conducted?
- ☐ Does the proposal show an awareness of similar programs, research findings, or knowledge of recognized experts?
- ☐ Has significant related literature been carefully selected and summarized?
- ☐ Have studies that are on-going been included?
- ☐ If there is no literature relating to the problem, have studies most similar to the problem been indicated?
- ☐ Have relevant projects or pilot studies been conducted?

Objectives

- ☐ Are the objectives derived from the problem statement?
- ☐ Are the objectives clearly stated?
- ☐ Are the objectives measurable?
- ☐ Are the objectives listed in order of importance or potential contribution?
- ☐ Do the objectives tell WHAT will be done?
- ☐ Do the objectives include these components:
  (1) outcome?
  (2) target audience?
  (3) completion date?
  (4) evaluation method?

Procedures

- ☐ Are the participants of the proposed project described?
- ☐ Are the necessary facilities available?
- ☐ Are the requirements for funds, personnel, supplies and materials realistic?
- ☐ Will qualified personnel be readily available to conduct the project?
- ☐ Are the project activities sequenced in an appropriate order?
- ☐ Is a realistic timeline suggested?
- ☐ Is the person who is responsible for completing each activity identified by position title?
- ☐ Are the activities logically related to the stated objectives?
- ☐ Is the method for evaluation specified?
- ☐ Is the method for evaluation appropriate to the objectives?
- ☐ Has a method for disseminating the final product been suggested?

Results

- ☐ Are the anticipated results or outcomes clearly stated?
- ☐ Are these results a logical outgrowth of the objectives and the procedures?
- ☐ Will the anticipated results solve the problem which has been identified?
- ☐ Have the uses of the results been anticipated and described?
- ☐ If there will be a final product, has it been described?

Budget

- ☐ Has someone who knows the costs of relevant items and salaries checked the amounts?
- ☐ Is the budget adequate and not overestimated?
- ☐ Were fringe benefits included for all necessary personnel?
- ☐ Is the justification for each item available on request?
- ☐ Did the budget officer review the proposed budget and advise regarding category assignment?

The final task before typing the proposal is to have it critiqued by one or more persons. The panel of evaluators who will review the proposal represent a cross section of backgrounds, all concerned with vocational education. They will evaluate the soundness of the plan, the likelihood of securing successful results, the adequacy of the resources, and the relationship of the proposed project to similar projects already completed or in progress.

Submission

Where should the proposal be sent? When the final proposal is fully developed incorporating the suggestions of the reviewers and assembled in the proper order, three copies should be sent to the Division. It will be necessary that one copy have original signatures on the DVE 441 form. These three copies, and all other correspondence relative to the proposal, are submitted to the following address:

Mr. Joe D. Mills, Director
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

PART III, APPENDIX A

Florida Educators' Information Service

SEARCH REQUEST Search No. _____ Computer Search No. 80-00000

Please write legibly and complete this form carefully for best search results.

Name Mr. O.Q. Pation Position Teacher/Program Developer

FEIS Contact Person's Name your institution librarian Position _____

Mail search results to: Contact Person ____ or Requestor X at:

Address Technical Tech. - 5200 56th Street
(institution, school, or agency) (street)

Miami (city) Dade (county) 33666 (zip code)

Further negotiation should be with Mr. O.Q. Pation (name) at (305) 555-1000 (phone)

1. How will you use the search results (for program development, classroom instruction, etc.)?
   Program Development

2. What age level(s), grade level(s), or special population(s) are you studying?
   Minority Youth; Disadvantaged Youth

3. Which years do you want the search to cover (1975 to present, most recent, etc.)?
   1970 to present

DETAILED STATEMENT OF THE SEARCH PROBLEM: Please state your search need in sentence form in the space below. Indicate the type of materials you want (curriculum guides, research reports, program evaluations, etc.). *Underline key words and define any terms that have special meaning to you.* Also, if you know of certain kinds of information that will not help you, please identify them briefly.

Sample Search Statement: I need *audiovisual materials* for use in a *respiratory therapy* training program. I cannot use videotapes but am interested in all other audiovisual media.

Please find information dealing with the success or failure of work experience programs for minority and disadvantaged youth. I am also interested in the factors contributing to success/failure of cooperative programs in these areas. I do not need sample tests or surveys but could use curriculum guides and research reports.

Our staff searches many sources of information. In order to avoid duplication, please indicate those sources you have already searched *(Education Index,* encyclopedias, etc.): _____

RETURN TO: **Florida Educators' Information Service**
The Center for Studies in Vocational Education
P.O. Box 2617
Tallahassee, FL 32304
(904)644-6454

PART III

APPENDIX B

Submit To: FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
KNOTT BUILDING
TALLAHASSEE, FLORIDA 32301
Attention: Projects and Grants

State Office Use Only	
Part	
Project No.	
Fund Source No.	
Agency No.	

PROJECT GRANT AWARD

Project Period: From July 1, 1981 To June 30, 1982

The information on page 1 of this form as well as the following information from Schedules I–V and requested attachments (pages 2–6) must be provided in order to process your Special Project Request.

I. Cost Factors (Schedules I–V)
II. Nature of Proposed Project (Attachment A)
III. Need of Proposed Project (Attachment B)
IV. Procedure of Proposed Project (Attachment C)
V. Personnel (Attachment D)

1. Name of Educational Agency or Other Public Institution: South County School Board
2. Address of Educational Agency or Other Public Institution: 1100 Dunes Street; Southside, Florida 32109
3. Name of Supervisor Immediately Responsible for Supervision of Program: Pat Logan; Director, Vocational-Technical Education
4. Title of Project: Designing a Model for Program Articulation in Graphic Arts between LEA's, vo-tech centers, and community colleges in Region 21.
5. Identify the type of Special Project Request applied for by placing an "X" in the appropriate box.

- ☐ Administration & Supervision
- ☐ Sex Stereotyping & Bias
- ☐ Personnel Development
- ☐ Research
- ☐ Curriculum Development
- ☐ Guidance & Counseling
- ☒ Exemplary & Innovative
- ☐ Evaluation
- ☐ Other (Specify) _____

6. Amount of federal funds requested $ 35,659

It is understood that if this project is approved, the educational agency or other public institution agrees to abide by all regulations of the State Board for Vocational Education as described in the Florida State Plan for the Administration of Vocational Education. All funds will be used to extend or supplement the local educational effort and will be expended in accordance with the Department of Education General Terms and Conditions for Projects.

PUBLIC INSTITUTION USE ONLY

_____ or _____
President of Institution or Authorized Representative — State Agency Executive Officer

DISTRICT SCHOOL BOARD/COMMUNITY COLLEGE USE ONLY

X _____ or _____
District Superintendent/ Community College President — District Board Chairman/District Board of Trustees Chairperson

STATE OFFICE USE ONLY

☐ Approved ☐ Disapproved ☐ Further Information Requested

Expenditure for this project may not exceed	$
TOTAL PERSONNEL	$
TOTAL TRAVEL	$
TOTAL MATERIALS & SUPPLIES	$
CAPITAL OUTLAY	
TOTAL EQUIPMENT	$
TOTAL A/V MATERIALS	$
TOTAL OTHER	$
TOTAL OTHER EXPENDITURES (Specify) _____	$
TOTAL INDIRECT COST	$

_____
Coordinator, Projects and Grants

Authorized By:

_____
Director, Division of Vocational Education

DVE 441
Exp. 6/30/81

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

7. Cost Factors

Show a breakdown in Schedules I–IV (attached) of how the federal funds requested are to be spent. For personnel use Schedule I to provide the required information; for travel use Schedule II; for equipment, supplies, and A/V Materials use Schedule III; and for other expense use Schedule IV.

8. Project Narrative

Support the budget requested in Item 7 above by developing the following four (4) attachments which indicate how funds requested above will be used.

A. Nature of Proposed Project (Attachment A)

1. Clearly describe the problem, being sure to identify its significance to vocational education.

2. Summarize pertinent completed research, other related information, and current studies and activities. Be sure to indicate how this project is different from previous and current efforts to solve identified problems.

B. Need for Proposed Project (Attachment B)

1. Based upon an assessment of previous studies and activities briefly describe the need for this project.

2. Clearly state the purpose(s).

3. Specifically identify objective(s).

C. Procedure for Proposed Project (Attachment C)

1. If the proposal is a survey or other special study, describe the specific procedure(s) to be used, the use(s) to be made of the findings, and method(s) to be used in evaluating the project's effectiveness.

2. If the proposal is an experiment, describe the design in detail including:

   a. Hypothesis(es) to be tested

   b. Sample

   c. Design

   d. Data and instrumentation

   e. Data analysis

   f. Time schedule

D. Personnel (Attachment D)

Describe the professional and experience qualifications of each research and/or other professional position which will be directly reimbursed from this project.

Any variance of more than 10% in the total funds budgeted for personnel and capital outlay requires a project budget amendment. Other objects within that particular function, exclusive of personnel and capital outlay, may be overspent without a project budget amendment provided funds are available within that function. Funds cannot be transferred to unlike object categories without an amendment.

State Office Use Only

Project No._____

SCHEDULE I

INFORMATION FOR PERSONNEL COSTS

INSTRUCTIONS FOR COMPLETING SCHEDULE I

This schedule should include such costs as; salaries, employee benefits, OPS (Other Personal Services), and consultant fees.

Column 1 – Insert the title of the position of the personnel for whom salary is requested.

Column 2 – If paid by the month, insert the number of months each position listed in Column 1 will be employed during the current fiscal year. If paid by the hour, insert the number of hours each position will be employed during the current fiscal year.

Column 3 – Insert the total amount of salary which will be paid each position listed in Column 1 for the fiscal year.

Column 4 – Insert the amount of each position's salary listed in Column 3 for which Federal funds are being requested.

Column 5 – Insert the total amount of employee benefits (retirement, matching social security, insurance, or any other benefits paid by the employer).

Column 6 – Insert the sum of Column 4 and Column 5.

(1) POSITION	(2) MO/HRS SERVICE FOR YEAR	(3) TOTAL SALARY FOR YEAR	(4) SALARY REQUESTED THIS GRANT	(5) EMPLOYEE BENEFITS	(6) TOTAL COST (4 + 5)
1 Project Director benefits @ 16%	.05 FTE	27,900	1,395	224	1,619
1 Project Manager benefits @ 16%	12 mos.	15,000	15,000	2,400	17,400
2 Research Assistants @ 20 hrs/wk	6 mos.	5,200	5,200	--	5,200
1 Consultant 3 days @ $200/day			600	--	600
1 Project Evaluator			750		750
1 Secretary @ .25 FTE benefits @ 16%	12 mos.	2,000	2,000	320	2,320
20 substitute teachers for faculty released time, 2 days @ $25/day			1,000		1,000
				TOTAL	28,889

State Office Use Only
Project No._____

SCHEDULE II

INFORMATION FOR TRAVEL EXPENSES

INSTRUCTIONS FOR COMPLETING SCHEDULE II

Column 1 – Insert the title of the position of the personnel for whom travel expenses are requested.

Column 2 – Insert the amount of travel expenses for each of the positions listed in Column 1 for which Federal funds are requested.

(1) POSITION	(2) AMOUNT REQUESTED
Travel and Per Diem (In State Only)	
Project Staff	800
Advisory Committee	350
Consultants	400
TOTAL	1,550

State Office Use Only
Project No.

SCHEDULE III

INFORMATION FOR MATERIALS AND SUPPLIES

INSTRUCTIONS FOR COMPLETING SCHEDULE III

Column 1 – Insert purpose for which costs are to be incurred.

Column 2 – Insert amount of federal funds requested.

(1) DESCRIPTION	(2) AMOUNT REQUESTED
Office Supplies	350
Workshop Materials	200
TOTAL	550

State Office Use Only
Project No._____

SCHEDULE IV

INFORMATION FOR CAPITAL OUTLAY

INSTRUCTIONS FOR COMPLETING SCHEDULE IV

Column 1 – Insert the quantity of the item to be purchased.

Column 2 – Describe the item so it may be easily identified.

Column 3 – Insert cost in appropriate column.

(1)	(2)	(3)		
QUANTITY	DESCRIPTION OF ITEM	COST		
		Equipment	A/V Materials	Other
1	Micro-fiche Reader-Printer			1,850.00
	TOTAL			1,850.00

State Office Use Only
Project No. _____

SCHEDULE V

INFORMATION FOR OTHER EXPENSES

INSTRUCTIONS FOR COMPLETING SCHEDULE V

Column 1 – Insert purpose for which costs are to be incurred.
Column 2 – Insert amount of federal funds requested.

(1) DESCRIPTION	(2) AMOUNT REQUESTED
Communications	
Telephone	400
Postage	350
Support Services	
Duplication	800
Print Field Test Booklet	560
Statistical Analysis	400
Equipment Rental	
Typewriter	200
Adding Machine	110
TOTAL	2,820

PART IV. PROJECT MANAGEMENT AND REPORTING

In Part IV the procedures for managing a project are explained. These procedures include obtaining and documenting copyright clearance, filing project amendment requests, and preparing and submitting final reports and products.

Copyright Clearance

How is copyright clearance obtained? Copyright clearance involves the following four steps:

1. Receive permission from copyright holders to use or adapt previously developed materials;
2. Use the correct copyright statement to protect the product for the State of Florida;
3. Determine proper placement of copyright credit lines; and
4. Document all copyright activities.

The project director will be responsible for two major copyright activities:

1. seeing that all necessary copyright clearances are obtained before materials developed by someone else are incorporated into the product, and
2. ensuring that complete documentation on all copyright activities is provided.

Following correct copyright clearance procedures protects the Division of Vocational Education and ensures that products can be reprinted and disseminated.

The Bureau of Research, Dissemination, and Evaluation has designated the Florida Educators' Information Service (FEIS) to manage all copyright clearance for the Division. For information about copyright clearance activities, the project director should contact the following address and request the guide,

"Coping with Copyright: How FEIS Can Help:"

Florida Educators' Information Service
P.O. Box 2617
Tallahassee, Florida 32304
(904) 644-5892

Contact should be made as early as possible in the project to ensure sufficient time to obtain clearance.

Project Amendment

Budget Amendment

Filing a budget amendment is necessary in two cases:

1. when an increase in total funding is requested, and
2. when there is a change of more than 10% of the funds for personnel or capital outlay (even though no increase in the total budget may be required).

A budget amendment is filed on DVE form 430 Amendment to Project Grant Award, which is found in Part IV, Appendix A. The form is available from the county school district superintendent and the vocational director, community college president and the dean of occupational education, or university president and the department chairman of vocational education. It is also available from chairpersons of the Miccosukee and Seminole Indian tribes, vocational administrators of the Department of Corrections, and the president and principals of the School for the Deaf and the Blind.

The project agency's name, DVE number, and date are to be indicated on the first line. Subsequent information regarding

fund source number, DOE project number, and sub-part will be found on form DVE 441 Project Grant Award, an example of which is found in Part III, Appendix B. This form is a summary sent by the Division of Vocational Education upon inviting the proposal. The amendment number is determined by which request is being submitted--1 for the first amendment request, 2 for the second, etc.

The chart should be filled out with the current budget totals for each category, the increase or decrease requested, and the revised totals. A justification for the changes should be included.

The form should be signed by three people--the project director, the agency finance officer, and the superintendent or president of the institution. Two copies of this form must be received by the Projects and Grants Office in care of:

Mr. Joe D. Mills, Director
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

One form must have original signatures, and the other may be a copy.

In addition, the finance officer of the project institution will be asked to submit two copies of form FA-1/FA 399 Budget Recapitulation and/or Project Expenditure Report. A copy of this form is found in Part IV, Appendix B. Again, one form should show an original signature, and the second may be a copy. The budget amount shown in column 4 should reflect the revised totals requested in the budget amendment.

Columns 5, 6, and 7 are not filled out until the submission of the final budget report.

Should a subsequent amendment be required, the amounts shown as present budget in the next amendment request should, of course, be the same as the ones previously shown as Revised Budget on the prior amendment.

Other Amendments

Changes to non-monetary aspects of the project include replacement or addition of personnel, a revision of objectives due to unforeseen developments in the project, and request for extension of time to complete project activities. Notification of these changes should be made to the Division after consultation with project monitors. Approval, if granted, will be documented in writing. A memorandum detailing the necessary change(s) and providing a justification should be mailed to the following address:

Mr. Joe D. Mills, Director
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

Final Report Preparation

General Guidelines

Style

No project is complete until it is reported, and no report is useful unless it is clear and readable to others in the

field. A well-written report should reflect logical organization and should stress uses of the information gained. Some general guides to clear writing include the following:

1. using a logical pattern of development of the overall report;
2. using headings where appropriate to focus attention;
3. using topic sentences and ideas in paragraph development;
4. including illustrations, examples, and specific details;
5. writing in short sentences;
6. choosing simple, precise words rather than less familiar ones; and
7. avoiding vague terms, complex phrases, or jargon.

Close cooperation between the project director and the project monitor from the Bureau of Research, Dissemination, and Evaluation can resolve many difficulties in report writing. There are two steps that can help produce a high quality final report:

1. critique of the rough draft by colleagues and
2. informal review by vocational section representatives.

It is important to keep in mind the potential reader--someone who may be interested in vocational education but who may know little or nothing about the subject of this particular project.

Format

The specific content of a report depends largely upon the type of project to be reported. For example, reports from an

exemplary project and a basic research project may differ in emphasis. In writing up an exemplary project, the staff will concentrate on describing the activity or approach chosen and its perceived effect in dealing with the problem. The report of a research project will have more emphasis on methodology, data collection, and formal evaluation procedures. However, regardless of the type of project, most final reports can be organized in the following sections:

1. preliminary section;
2. main text, including
   - introduction,
   - methodology,
   - findings and analysis,
   - conclusions and recommendations
3. supplementary and appendix materials.

Further description of these components follows. An asterisk (*) preceding the item indicates that this portion of the report is required.

Preliminary Section

(NOTE: * indicates a required portion)

*Cover: Front and back covers should be of heavier stock than that used for the text. The front cover should contain the information shown in Part IV, Appendix C, Cover Page. Project number, project period, and

fiscal year can be found on DVE form 441, Project Grant Award. A sample appears in Part III, Appendix B.

*Title Page: The title page should contain the information shown in Part IV, Appendix D, Title Page.

*Contents Page: The Table of Contents should be a separate page which lists the major sections and subsections of the report. Page numbers should also be shown. See example in Part IV, Appendix E, Table of Contents.

Preface or Acknowledgments: Researchers who wish to do so may prepare a simple preface with a statement about the topic under study or the major problem(s) involved. Significant professional contributions of individuals or groups, with proper identification of each, should be acknowledged. This may include Department of Education personnel. With the exception of the project director, who will be named on the title page

and whose name may appear in the report, the acknowledgment section will be the only place to mention specific names of individuals or groups.

*Abstract of the Final Report:

An abstract at the beginning of the report is prepared for those who desire a condensed report or a summary of the study. This summary is a one- or two-page narrative which includes all phases of a project.

The abstract heading details the project title, organization, project director and/or principal investigator(s), total expenditures, project duration, and all project or contract numbers included in the project. The body of the manuscript is divided into the categories of Problem addressed, Objectives and goals, Procedures used in meeting those objectives, and Results and Utilization.

It is a good idea to write this portion of the report last. For sample, see Part IV, Appendix F, Abstract of the Final Report.

Main Text

*Introduction:

The introduction of a final report is very important because it provides the problem statement which orients the reader to the nature of the study. It may contain in brief the following information:

1) a summary of the needs assessment and the relationship to vocational education--How did the project come into being, and why was it done?
2) a review of related literature and research--What are the most current findings about the state of the situation?
3) statement of objectives or hypotheses--What was it that was investigated?
4) scope of the study--What were the phases of planning and development of the project? What was attempted?

The purpose of the introduction is to orient the reader to the problem addressed by the project.

*Methodology: The section on methodology should describe how the project was conducted. It may be the most extensive section of the report and should be presented in enough detail to assist the reader in understanding the project design or procedures and to aid in replication of this project or conduct of a similar one.

The methodology section may include a report of timeline commitments for all phases of program responsibility. It should also describe the personnel involved in both planning and research, including project staff as well as participants. Description of experimental and control groups and any sampling procedures used would be appropriate. Data collection techniques may involve either selection or development procedures; validation techniques; and use of instruments, models, designs, equipment, or approaches as project components.

Methods of analysis of data should explain the statistical procedures used. Further, methods of reporting to advisory or project monitoring groups and evaluation at any stage of the project should be described.

Departures from the original project plan, if applicable, should also be described. Variations could have resulted from unexpected events or problems, such as:

1) time - the timing of a major event affected by an unanticipated occurrence;
2) activity - a revision in a major event caused by a shortage of a particular resource, or an unexpected development in an impinging condition or event; and
3) personnel change - an unanticipated staff change or vacancy and its effects on the project proceedings.[2]

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[2]Bureau of Vocational Education, Kentucky Department of Education. A Guide for the Development of Proposals, Progress, and Final Reports, Kentucky Research in Vocational Education Series, No. 1.

Details which can be reserved for the appendix include those specific details which might impede the reader's progress through a general understanding of the project design and procedures.

Examples of appendix material would be copies of instruments used, such as scales, tests, charts of statistical data. There should be a reference in the body of the report for each separate entry in the Appendix, as, "Application of this criterion reduced the number of schools participating to ten (see listing in Appendix III)."

*Findings and Analysis:

The care taken in writing this section, which is the culmination of the study, helps to determine the ultimate value of the final report. To be most effective the section must be organized so that findings are carefully and accurately described in relationship to the objectives.

The results and findings section summarizes the data derived from the project. It describes validity and reliability of the data so that conclusions can be drawn. It is often easier to show data in chart form with a narrative summary. Copies of instruments or other details should be reserved for the appendix.

*Conclusions:

This section should interpret the results of the project in terms of its original goals. It should also describe the impact of the study on the problem specifically and on vocational education in general.

In interpreting results, the following questions should be considered:

1) How did the approach taken by the project contribute to the solution of the problem?
2) Were the results affected by unanticipated problems?
3) Were there any unexpected benefits or discoveries that occurred?
4) What are the benefits and costs of the program or product?

Recommendations: Recommendations, if any, should follow the conclusions. Writers may wish to explain possible uses to which the results may be put in educational practice or to suggest implications for further study, testing, or development.

Product Description: Many vocational education projects will result in a product in addition to the final report. Although the product is submitted separately, a description of the product, if any, should be included in the final report. The nature of the product and suggested uses should be given.

Supplementary and Appendix Materials

References: All documents cited in the text must be referenced to provide complete identification of the source. Some writers may prefer a separate section for references; others may prefer to list references at the end of each section or at the bottom of each page on which the citation

is made. Use whatever style is preferable and be consistent. Sample reference forms and a bibliography follow.

In referencing a book, the necessary information, except the page number(s), may be found on the title page; for a periodical, it may be found on the cover and in the article.

For a book, list

1. Name of author(s).
2. Title of book.
3. Name of editor, if any.
4. Facts of publication in parentheses, consisting of
   a. Total number of volumes, if relevant.
   b. Number of edition, if other than first.
   c. Place of publication.
   d. Name of publishing agency.
   e. Date of publication.
5. Volume number, if necessary.
6. Page number(s).

Example:

[1]Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Second Edition, Danville, Illinois: The Interstate Printers & Publishers, Inc., 1972), 139-140.

For an article in a periodical, list

1. Name of author(s).
2. Title of article.
3. Name of periodical.
4. Volume (and number, if any), of periodical.
5. Date of volume or issue.
6. Page number(s).

Example:

[2]June Hubek, "Consciousness-Raising for Educators and Students," Florida Vocational Journal, Vol. V, No. 7, April, 1980, 13-15.

For further consultation, see a writing guide such as A Manual for Writers by Kate Turabian or the Publication Manual of the American Psychological Association.

Glossary:

A glossary may be included in the report when terms that may be unfamiliar to many readers are used or when the definitions in the body of the report are not considered adequate.

Appendices:

Appendices may be used for detailed supporting materials or explanations to avoid delaying the reader. This information can best be studied separately. There should be a reference in the text of the report for each entry in an appendix. The following list of materials illustrates items that might be included:

1. course outlines or units;
2. details of models or schematic designs used in the study;
3. copies of forms or instruments used in the study, including scales, questionnaires, tests, inventories;
4. calculation samples, including long or detailed equations;

5. methodological details;
6. extensive tables or charts of data for which a summary is given; and
7. detailed comparison of results with previous findings.

Bibliography: If used, a bibliographic section should list documents not cited in the text but furnished as supplementary information. Entries should be grouped according to type (books, articles in periodicals, etc.) and arranged alphabetically by the author's last name. Information required is the same as for references except that author is listed last name first, and the punctuation is somewhat different.

Example: Mason, Ralph E, and Haines, Peter G. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1972.

Hubek, June. "Consciousness-Raising for Educators and Students." Florida Vocational Journal, Vol. V, No. 7 (April, 1980), 13-15.

There are several possible sources of format, but what is important is that a uniform style be maintained.

Specifications

Size: Reports should be prepared on 8½" by 11" letter-size paper. Front and back covers should be of the same size.

Paper: Paper stock should be 16- or 20-pound white bond. Front and back covers should be on light colored 110-pound index or similar stock that will protect the report. Front cover entries should be in black ink.

Typing: The required 10 copies of the report may be typed originals or copies of the original. Single spacing should be used except when double spacing

may be necessary for some equations or to separate quoted materials from the text. Use only one side of the paper. Double space between paragraphs. Typed material on a page should be contained within an area no larger than 6" by 9", centered top and bottom. The left margin should be 1½", and all other margins should be least 1".

Page Numbering:

Page numbers should be centered at the bottom of each page.

a. Preliminary pages (contents, acknowledgments, abstracts) should be numbered with lower case Roman numerals. The title page is counted but not numbered.

b. Text pages, beginning with the introduction, and full-page illustrations should be numbered in Arabic numbers.

c. The appendix pages are numbered consecutively as a continuation of the text.

Tabular Presentation: Every table, chart, or graphic presentation should be given a number and a suitable title and placed as near as practicable to the first reference made to it.

Photographs or Illustrations: Some reports particularly lend themselves to the inclusion of photographs or illustrations to enhance the reader's ability to visualize what has taken place in the project. When this is the case, photos especially should be chosen for their clarity as well as for their informative value. Brief, pertinent captions should identify the subject and/or persons. Again, these should be located as close as possible to the reference in the text, unless there might be a separate picture section to summarize some aspect of the report. All photos or illustrations should be free from sex stereotyping.

Binding: One camera-ready copy of the report should be submitted unbound for

microfiche reproduction. The other 9 should be fastened securely along the left side with either staples or stitches. Plastic combs are not desirable.

Final Report Checklist

- ☐ Has a draft copy of the final report been submitted in advance to the Chief, Bureau of Research, Dissemination, and Evaluation?
- ☐ Does the cover contain all the information requested in Part IV, Appendix A? (Project number, project period, and fiscal year can be found on DVE form 441, Special Project Request Form.)
- ☐ Does the title page contain all information requested in Appendix B?
- ☐ Is the Table of Contents laid out clearly so that a reader could easily find a particular section of the report, such as methodology or conclusion? (See Part IV, Appendix C.)
- ☐ Does the abstract contain information requested in Part IV, Appendix D?
- ☐ Does each section of the report fulfill its purpose and more or less stand alone in the format as a complete explanation?
- ☐ Is the concluding section a good summary of both the accomplishments and the significance of the project?
- ☐ Were recommendations for use, adaptation, or further study made?
- ☐ Were all references used in the text identified thoroughly and in an easy-to-understand format? Were they numbered consecutively throughout the report?
- ☐ Were supporting materials and statistics included in the appendix?
- ☐ Are all charts and illustrations identified clearly and related in significant ways to the text?

- ☐ Are the pages (except the title page) numbered and in the correct order? Are any pages missing?
- ☐ Is the report being submitted to the correct address? (See "Submission of Reports.")
- ☐ Are the correct number of copies being submitted?
- ☐ Is the report bound appropriately?
- ☐ Is one camera-ready copy sent unbound?

Submission of Reports

Because acceptance of final reports is determined by the Bureau of Research, Dissemination, and Evaluation, project directors should submit a draft of the final report to the Bureau Chief prior to the date of final submission. The address is:

Chief
Bureau of Research, Dissemination and Evaluation
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

Final research and research-related reports should be submitted within 15 days from the termination date of the project; and, unless otherwise specified, 10 copies should be sent to the following address:

Mr. Joe D. Mills, Director
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

As noted previously, one camera-ready copy should be sent unbound for microfiche reproduction.

Dissemination of final reports will be the responsibility of the Dissemination and Diffusion Section of the Division.

Products

Many projects will result in a product in addition to a final report. Examples of such products are process models, impact studies, curriculum guides or materials, evaluation formats or instruments, and catalogs. Although development of the product is a responsibility of the project director or manager, production assistance may be obtained from the Bureau of Research, Dissemination, and Evaluation. Project monitors will provide several checkpoints to help assure that the project is progressing on course and that the resulting product will be useful and attractive. A draft of the product should be submitted in advance of the due date to:

Chief
Bureau of Research, Dissemination and Evaluation
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

Final product submission is due at the same time as the final report, within 15 days of the ending date of the project. Products should be submitted separately from the final report; however, both go to the following address:

Mr. Joe D. Mills, Director
Division of Vocational Education
Knott Building
Tallahassee, Florida 32301

Dissemination

Dissemination of project information is the responsibility of the Dissemination and Diffusion Section, Division of Vocational Education. The Dissemination Section may make information releases to the Florida Vocational Journal. Further, copies of final reports are sent to the United States Education Department and the National Center for Studies in Vocational Research and are entered in the Florida Educators' Information Service (FEIS). Copies will also be available on microfiche from the Bureau of Research, Dissemiation, and Evaluation.

Potential readers of final reports include teachers, administrators, and others interested in vocational education projects. Well-written reports enhance the value of project findings; thus, high standards of writing and clarity of format should be maintained throughout the report so that readers can follow it clearly.

Dissemination of products is also the responsibility of the Dissemination and Diffusion Section. At an early point in the project development, a staff member will work with the project director to develop a dissemination plan for the product. Efforts will be made throughout to maintain high quality and to assure usefulness of the product.

Part IV

Appendix A

Submit to: FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
KNOTT BUILDING
TALLAHASSEE, FLORIDA 32301
ATTENTION: PROJECTS AND GRANTS

AMENDMENT TO PROJECT GRANT AWARD

Agency: Bayside County Schools Agency No.: 162 Date: 8-30-80

Fund Source No.: 1V DOE Project No.: 1-1C21 Sub-Part: 2 Amendment No.: 1

BUDGET CATEGORY	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
Personnel	$ 17,000.00	$ 1,800.00		$ 18,800.00
Travel	5,000.00		2,000.00	3,000.00
Materials and Supplies	500.00	200.00		700.00
CAPITAL OUTLAY Equipment	500.00			500.00
A/V Materials				
Other				
Other Expenditures (Specify)				
Indirect Cost				
TOTAL	$ 23,000.00	$ 2,000.00	$ 2,000.00	$ 23,000.00

JUSTIFICATION: Numbers of people to be served made it more feasible to sponsor four regional workshops rather than one for the entire state, thus necessitating a multiplication of the consultant's fee as well as additional workshop materials.

PROJECT SUPERVISOR: X _____

FINANCE OFFICER: X _____

SUPERINTENDENT/PRESIDENT/AGENCY DIRECTOR/AUTHORIZED REPRESENTATIVE: X _____

FOR STATE USE ONLY

APPROVED:

DIRECTOR, DIVISION OF VOCATIONAL EDUCATION: _____

COORDINATOR, PROJECTS AND GRANTS: _____

DVE 430
Exp. 6/30/80

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An equal opportunity employer

District/Agency Name: Bayside County Schools
Program Name: Handicapped
Effective Approval Date: 9-15-80
Termination Date: 6-30-81

FLORIDA DEPARTMENT OF EDUCATION
SPECIAL PROGRAM FUNDS

BUDGET RECAPITULATION AND/OR PROJECT EXPENDITURE REPORT — FA-1

(Instructions on reverse)

162 District/Agency Number
Program Number
1-1C21 Project Number
Total Project Dollars

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Expended to Date As of / /	(6) Unexpended Balance	(7) Current Expenditure Reported
		Personnel	18,800.00			
		Travel	3,000.00			
		Materials and Supplies	700.00			
		Capital Outlay	500.00			
		(8) Column TOTALS (Complete on last page only)	23,000.00			
		(9) REIMBURSEMENT PERCENT	100 %	%	%	%
		(10) TOTAL FEDERAL FUNDS	23,000.00			

(11) CERTIFICATION: (Complete on last page only)
I hereby certify that I have reviewed this report and that the items shown herein are properly classified according to this District's/Agency's current chart of accounts; that all the expenditures included in this report were obligated for subsequent to project approval date and prior to the termination date; that all expenditures have been made in accordance with applicable laws and regulations and were included on the approval indicated above; that no prior report has been made for any item reported as current expenditures and that all inventory items included herein have been properly entered on the inventory records as required by the Florida Statutes. I further certify that none of the expenditures reported herein will be used for matching funds on this or any other special project, and that all records necessary to substantiate this report are on file and available for review as necessary by State and Federal Monitoring Staff.

FA 399
Exp. 6/30/80

Report Number _____
Page _____ of _____

Certified Correct X _____ Date 8 / 30 / 80
Finance Officer or Authorized Representative

DOE USE
Audited by: _____
Date: / / _____

Part IV

Appendix C

Cover Page

Type of report

Project number

Final Report

Project No DVE _____

From_____to_____

Beginning and ending of project Fiscal Year

Title of report

An Experimental Project to Measure Attitudinal Changes of Disadvantaged Junior High School Students

Florida Department of Education
Division of Vocational Education
Tallahassee, Florida 32301

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Part IV

Appendix D

Title Page

Final Report — Type of Report

Project No. DVE _____ — Project Number

From ____ to ____ — Beginning and Ending of Project Fiscal Year

An Experimental Project to Measure Attitudinal Changes of Disadvantaged Junior High School Students — Title of Report (Subtitle if desired)

Richardson High School
221 East North Street
Lake City, Florida — Name of Institution In Which Study is Conducted

Project Director — Name of Person Responsible for Conducting the Project

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

Part IV

Appendix E

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endices. . . . . .

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Part IV

Appendix F

Abstract of the Final Report

Title of Project:	Catalog of Innovations Development: Innovative Programs in Vocational Education 1979
Organization:	Florida State University
Project Director:	W. H. Hinely
Expenditures:	$5,000.00
Duration of Project:	October 1, 1978 - June 30, 1979
Project Number:	DVE 9-2C21

PROBLEM

During recent years the Division of Vocational Education has funded numerous research projects and has supported local programs through ongoing funding. The Division of Vocational Education now has evaluated the effect of those research projects. In addition, through its program review procedures, the Division has identified a number of exemplary and innovative educational programs throughout our state.

OBJECTIVES

In 1978-79 a contract was made with Florida State University to produce the first catalog of innovative practices and programs. The purpose of this catalog is to provide Vocational Education Personnel with pertinent information regarding exemplary programs and to familiarize personnel with research projects that are influencing change in Vocational Education practices in Florida.

PROCEDURES

Outstanding projects were identified through Occupational Program Directors and through the Program Review Process. These projects were visited by a project staff member for the purpose of (1) verifying that the nominee was both exemplary and innovative by observation of the program in operation; and (2) describing the program in written form for publication in the catalog.

RESULTS AND POTENTIAL UTILIZATION

The Catalog describes 25 projects and programs with respect to the scope, purpose, and findings of each study. These catalogs will be made available to vocational education directors, teachers, educators, and other individuals expressing interest in Florida's Vocational Research Program.